

Project Title: The Dream Keeper

Grade-Level Span: Grades 4-8

Project Duration: 4-6 music class periods

Standards: Music 1, 2, 3, 4, 5, 6, 7, 8, 9; Grades 4-8 Language Arts 1, 2, 3, 4, 5, 6, 7; Grades 3-8 Social Studies

Project Description:

Students perform canonic readings of Langston Hughes jazz poetry (from *The Dream Keeper*), sing 3 *Dream Ostinatos*, improvise a jazz accompaniment using Orff instruments and unpitched percussion, then, perform these elements in ABACADA rondo form. They write about their own dreams and aspirations by answering leading questions as posted comments using the *Haley Musicbloggers Weblog* (as partners, in the Haley Music Technology Lab). They create *Dream Clouds* visuals of their writings (posted comments in the *Haley Musicbloggers Weblog*). They create their own notated jazz *Dream Keeper* compositions (using a teacher created *Finale* template). They communicate a performance, which includes all elements (including readings of their blog posts) of the project both during an all-school assembly and in a videoconference collaborating with students from a partner school. Students storyboard and videotape the presentation using *Flip* video cameras, edit the video in *iPhoto*, then, post the edited video of the presentation is posted to *SchoolTube*.

Students collaborate in varying creative roles in the completion of the project: *Readers* (poetry), *Singers* (*Ostinatos*), *Writers* (weblog), *Researchers* (Langston Hughes) *Players* (Orff instruments, improvisation, unpitched percussion), *Dancers* (“dreamers” dance improvisations), *Artists* (Scratch “*Dream Clouds*”), *Composers* (notated jazz improvisations), *Conductor*, *Technicians* (*Smart Board* files, music technology workstations, *Tandberg Machine*), *Videographers*. They review the criteria included in the *Music Project Collaboration Rubric* and utilize the *Music Project Collaboration Checklist* as they collaborate as “Music Buddies” in varying roles in the completion of the project.

Learning Goals:

1. Students create and perform spoken, sung, played, danced, written, drawn, jazz improvisations inspired by poetry by Langston Hughes.
2. Students reflect on and write about their own dreams for now and the future.
3. Students collaborate in varying creative roles in the completion of a creative project: *Readers* (poetry), *Singers* (*Ostinatos*), *Writers* (weblog), *Researchers* (Langston Hughes) *Players* (Orff instruments, improvisation, unpitched percussion), *Dancers* (*Dreamers* dance improvisations), *Artists* (*Dream Clouds*)

visuals), *Composers* (notated *Dream Keepers* jazz improvisations), *Conductor*, *Technicians* (*Smart Board* files, music technology workstations, *Tandberg Machine*), *Videographers*.

Project Objectives:

1. Students integrate readings of Langston Hughes jazz poetry, sing 3 *Dream Ostinatos*, improvise a jazz accompaniment using Orff instruments and unpitched percussion.
2. Students write about their own dreams and aspirations by answering leading questions as posted comments using the Haley *Musicbloggers* Weblog.
3. Students improvise *Dreamers* jazz dance movements reflecting their written words.
4. Students perform the above elements as an ABACADA rondo form.
5. Students create *Dream Clouds* visuals of their writings (posted comments in the Haley *Musicbloggers* Weblog).
6. Students create their own notated jazz *Dream Keeper* compositions using *Finale* music notation software in the Haley Music Technology Lab.
7. Students videotape the presentation using Flip video cameras, edit the video in *iPhoto*, then, post the edited video of the presentation is posted to *SchoolTube*.
8. Students perform the presentation during an all-school assembly and/or videoconference to create, communicate, and collaborate with students in their school locally, and from around the world.

Project Learning Scaffolds and Process Guides:

Music Activities Procedures, Positions, and Protocols Guide
The Dream Keeper, Dreams, Dream Dust, and Harlem poems by Langston Hughes,
 from *The Dream Keeper and Other Poems* document
The Dream Keeper Improvisation Template
Haley Musicbloggers Weblog
Haley video project storyboard Template

Project Assessments and Evaluations:

Haley Choral Rubric
Haley Pitched and Unpitched Instrument Playing Rubric
Music Composition Rubric
Music Collaboration Rubric

Project Tools and Resources:

Digital Documents:

Dream Ostinatos Orff Instrument and Vocal Arrangement (edited by Wendy Bloom)
The Dream Keeper, Dreams, Dream Dust, and Harlem poems by Langston Hughes,
 from *The Dream Keeper and Other Poems* document
The Dream Keeper Improvisation Template

Haley Dream Keepers Reflection Template (posted in Haley Musicbloggers Weblog)
Haley Video Project Storyboard Template
The Dream Keeper Videoconference Agenda

Haley Digital Project Exit Slip (posted in Haley Musicbloggers Weblog)

Instruments:

Orff instruments and unpitched percussion instruments: DBB, BX, AX, SX, AM, SM, AG, SG, Temple blocks, chime tree

Orff instruments are tuned to the jazz scale: D E F# G A Bb (B) C D' (it's not a Dorian mode scale, it's a Mixolydian on D scale)

Hardware:

Computer
 LCD projector
 Computers and Piano Keyboard Workstations in Music Technology Lab
Smart Board interactive display board

Flip video cameras

Tandberg Machine
 TV Monitor on tall stand

Software:

Finale music notation software
Haley Musicbloggers Weblog
Scratch student creativity application
<http://scratch.mit.edu>
Smart Notebook software
iPhoto

Web Sites:

Langston Hughes:

<http://www.pbs.org/wnet/ihas/poet/hughes.html>

<http://www.redhotjazz.com/hughes.html>

<http://www.poets.org/search.php/fs/1/prmAuthor/Langston+Hughes/prmMediaTitle/+/prmKeyword/+/prmMediaTypeID/0/prmMovementID/0/prmThemeID/0>

Books:

The Dream Keeper and Other Poems, Langston Hughes, illustrated by Brian Pinkney, New York: Alfred A. Knopf, (The Estate of Langston Hughes), 1994.

Poems used:

The Dream Keeper

Dreams

Dream Dust

Harlem: From Montage of a Dream Deferred

Project Procedure:

1. Using quarter note rhythms, a few students improvise in a jazz style on the notes D E F# G A Bb (B) C on soprano and alto glockenspiels while other students think, then have a discussion about their dreams.
2. Teacher asks leading questions:
 - a. *Do have any dreams?*
 - b. *What are your dreams?*
 - c. *Is there anything in the way of you realizing your dreams?*
3. A few students learn the Orff bass bar and bass xylophone walking bass ostinato using the notes (see *The Dream Keeper* Orff arrangement for musical notation).
4. Teacher reads *The Dream Keeper*, poem by Langston Hughes, then, *Dreams*, *Dream-Dust*, and *Harlem* poem by Langston Hughes, in a jazzy reading style (appropriate for Langston Hughes poetry), accompanied by the walking bass and student improvisation part. Students view the words to the jazz poems posted on the *Smart Board* as the teacher reads them again. Then, students read the jazz poems out loud, randomly (in improvisational “jazz canon” style) standing in their seats or walking to other parts of the room (this will be part C of *The Dream Keeper* presentation’s ABACADA – Rondo form).

5. Teacher references the book, *The Dream Keeper and Other Poems*, Langston Hughes, illustrated by Brian Pinkney, New York: Alfred A. Knopf, (The Estate of Langston Hughes), 1994.

6. Using web resources, students learn about the poet, Langston Hughes:

http://en.wikipedia.org/wiki/Langston_Hughes

<http://www.pbs.org/wnet/ihas/poet/hughes.html>

<http://www.redhotjazz.com/hughes.html>

<http://www.poets.org/search.php/fs/1/prmAuthor/Langston+Hughes/prmMediaTitle/+prmKeyword/+prmMediaTypeID/0/prmMovementID/0/prmThemeID/0>

7. Teacher asks leading questions:

- a. *Would you like to walk into your dreams today?*
- b. *How will you get there?*

8. Students echo sing to learn *Dream Ostinato #1*, “Dream, dream, gotta have a dream” (see *The Dream Keeper* Orff arrangement for musical notation). Students view musical notation for *Dream Ostinato #1* on *SmartBoard*. Students echo sing to learn *Dream Ostinato #2*, “I have a dream”, and *Dream Ostinato #3*, “Gotta have a dream” (see Orff arrangement for musical notation) (students view musical notation for *Dream Ostinatos #2* and *#3* on *Smart Board* individually). Students view musical notation for all 3 *Dream Ostinatos* together on *SmartBoard*. Teacher divides class into 3 groups, assigns a *Dream Ostinato* to each group, students sing the 3 *Dream Ostinatos* together at once, accompanied by the Orff instruments, then, fade out one group at a time.
9. Students learn the soprano, alto, and bass metallophone parts in the *The Dream Keeper* Orff accompaniment, then, the soprano and alto xylophone parts, followed by the temple blocks and chimes part (see Orff arrangement for musical notation). Orff instruments are tuned to the jazz scale: D E F# G A Bb (B) C D’ (it’s not a Dorian mode scale, it’s a Mixolydian on D scale).
10. Several students rehearse and perform the Orff accompaniment parts all together, other students sing the 3 *Dream Ostinatos* together at once, accompanied by the Orff instruments, then, all fade out gradually (this will be part of *The Dream Keeper* presentation’s ABACADA – Rondo form) .
11. Some students speak the Langston Hughes poems, *The Dream Keeper*, *Dreams*, *Dream Dust*, and *Harlem* while other students sing the 3 *Dream Ostinatos* together at once softly, accompanied by the Orff instruments, then, all fade out gradually (as if dreams are drifting away into the future) (this will be part B of *The Dream Keeper* presentation’s ABACADA – Rondo form).

12. Students compose digital improvisations modeling their acoustic improvisations using the *The Dream Keeper Improvisation Template* and *Finale* software.
13. Students reflect to create writings about their own dreams using *The Dream Keeper Reflection Template* (posted in the *Haley Musicbloggers* Weblog) (recitations and dance improvisations of these reflections will be part D of The Dream Keeper presentation's ABACADA – Rondo form).
14. Students create “dreamers” dance improvisations portraying the written words of their weblog reflection writings.
15. Students create *Dream Clouds* visuals of their writings (posted comments in the *Haley Musicbloggers* Weblog) (utilizing *Scratch* and *Smart Board*, and *Smart Notebook* software).
16. Students perform the *Dream Ostinatos*, recite the Langston Hughes poems, *The Dream Keeper*, *Dreams*, and *Dream Dust* (in jazz poetry style), repeat the *Dream Ostinatos*, and read their *Haley Musicbloggers* Weblog writings about their own dreams out loud and (dance their “dreamers” dance improvisations), then, repeat the *Dream Ostinatos* again in an ABACADA (rondo) form.
17. Students perform *The Dream Keeper* presentation during an all-school Brotherhood assembly and/or videoconference to create, communicate, and collaborate with students in their school locally, and from around the world.
18. Students storyboard and videotape the presentation (using the *Haley Video Project Storyboard Template* and *Flip* video cameras, edit the video in *iPhoto*, then, post the edited video of the presentation to *SchoolTube*.
19. Students complete a digital project exit slip (a 3-2-1) using the Haley Project Digital Exit Slip (posted in the *Haley Musicbloggers* Weblog).

Project Modifications:

1. Students collaborate in varying creative roles (to accommodate student learning styles-aural, visual, kinesthetic, etc.) in the completion of the project: *Readers* (poetry), *Singers* (Ostinatos), *Writers* (weblog), *Researchers* (Langston Hughes) *Players* (Orff instruments, improvisation, unpitched percussion), *Dancers* (*Dreamers* dance improvisations), *Artists* (*Dream Clouds* visuals), *Composers* (notated *Dream Keepers* jazz improvisations), *Conductor*, *Technicians* (*Smart Board* files, music technology workstations, *Tandberg Machine*), *Videographers*.
2. Students review the criteria included in the Music Project Collaboration Rubric and utilize the Music Project Collaboration Checklist as they collaborate as “Music Buddies” in varying roles in the completion of the project.

Project Assessment:

Students will be assessed using the *Haley Choral Rubric*, *Haley Pitched and Unpitched Percussion Instrument Playing Rubric*, the *Music Composition Rubric*, and the *Music Project Collaboration Rubric and Checklist*

Project Closure:

Students complete a digital project exit slip (a 3-2-1) using a teacher created template in the Haley *Musicbloggers* Weblog.

Project Extensions (as individualized workstations):

1. Students explore additional readings of Langston Hughes jazz poetry:

The Weary Blues, Knopf, 1926
The Dream Keeper and Other Poems, Knopf, 1932
Montage of a Dream Deferred, Holt, 1951
Selected Poems of Langston Hughes, 1958
Ask Your Mama: 12 Moods for Jazz, Hill & Wang, 1961
The Collected Poems of Langston Hughes, Knopf, 1994
Dreams Popo and Fifina, with Arna Bontemps. 1932
The First Book of the Negroes. 1952
The First Book of Jazz. 1954
The First Book of Rhythms. 1954
The First Book of the West Indies. 1956
First Book of Africa. 1964

2. Students improvise additional jazz improvisations using Orff instruments.
3. Students post ongoing comments about their dreams and aspirations in the *Haley Dream Keepers Reflection Template* in the Haley *Musicbloggers* Weblog.
4. Students improvise additional *Dreamers* jazz dance movements reflecting their written words as their writings about their dreams evolve.
5. Students create additional *Dream Clouds* visuals as their dreams and aspirations evolve.
6. Students edit their notated jazz *Dream Keeper* compositions using extension templates in *Finale* music notation software in the Haley Music Technology Lab.

Project Student Outcomes:

Project Teacher Comments:

The culminating presentation of this project sounds and looks like a professional jazz performance.